

Engagement

How to affect (+,-) # of sign ups?

Too many or too few

How to increase # of students attending orientation?

How to increase # of students pre-testing?

Disconnect between inquiry & attending orientation/sign up

- Strategy (outreach) vs. numbers
- Local minority programming
- TV ads → concentrate on “free” publicity (cable) – costs vary
- Food rotation(?) after year 2 – not sure what this means??
- Doing intake first, assign to class, then orientation
- Orientation – ads, individual interview, classroom – becoming policy
- CASAS vs. BEST Plus (excluded as 1 hr.)
- Setting NRS goals – teachers & students & office on the same page – (goals not “practical”)
- Select the right time to pre-test

Retention

How to maintain retention/persistence beyond the first 3 weeks?

How to reduce # of students leaving before they have 12 hours of instruction?

How to increase attendance of ABE students? (= lower than ESOL)

How to increase retention/persistence in evening program? (= lower than day)

- Do not enroll until after 4 weeks
- Fast track – GED within 3 mos.
- Evening programs → offer more communication with social service staff
- Social issues not as important/significant
- Appropriately place students – moving students to other classes

Advancement

How to increase # of students? (Pre-tested? Post-tested?)

How to capture advancements made not covered/captured by the post-test?

General consensus this would be good.

- Social services affect post-testing
- Having general post-test customized post-test +
- Telling students how post-test affects agency’s funding
- Training for CASAS